Planning: The Writing Assignment

What type of writing will students do?

- Personal stories
- Academic (research, etc.)
- Reviews (film, books)
- Description (physical, scientific)

Planning: Choose Media

- Drawings
- Photographs
- Video
- Music
- Spoken language

Example Assignment 1: Illustrated Writing

- Writing: A student-generated essay or story
- Reading: An essay or story they've read

Assignment 1 “Recipe”

Ingredients:

- Student writing
- Photos or drawings
  - Google images
  - Open source: Pixabay.com, New York Public Library Online, many others

Assignment 1 “Recipe”, continued

Instructions:

1. Students write their assignment.
2. Students/teacher search for images, or create drawings.

Substitution:

Start with a picture and ask students to write about it and use it in their writing.

Student Example: Images with Essay

a poster for the World Day against Child Labor

A child is carrying cocoa beans which are, in total, heavier than him.

Child labor in cocoa plantation is prevalent in Africa and closely linked with capitalist exploitation. Western African countries, especially Ghana and the Ivory Coast, supply over 70% of the world's cocoa ("The Human Cost of Chocolate"). The cocoa they grow and harvest is sold to a majority of chocolate companies. As the chocolate industry has grown in the recent years, companies demand for cheap cocoa to gain more profit. On average, cocoa farmers are only able to earn less than 2 dollar per day, which is an income below the absolute poverty line (Kramer). Consequently, exploiting child labor is a simple way to keep prices competitive. While people enjoy delicious chocolate in

Example Assignment 2: Maps

- Geographical points in a story
- Areas of interest in one's town or city
- Historical background of a part of a city or region
- Tourist suggestions

Assignment 2 “Recipe”

Ingredients:

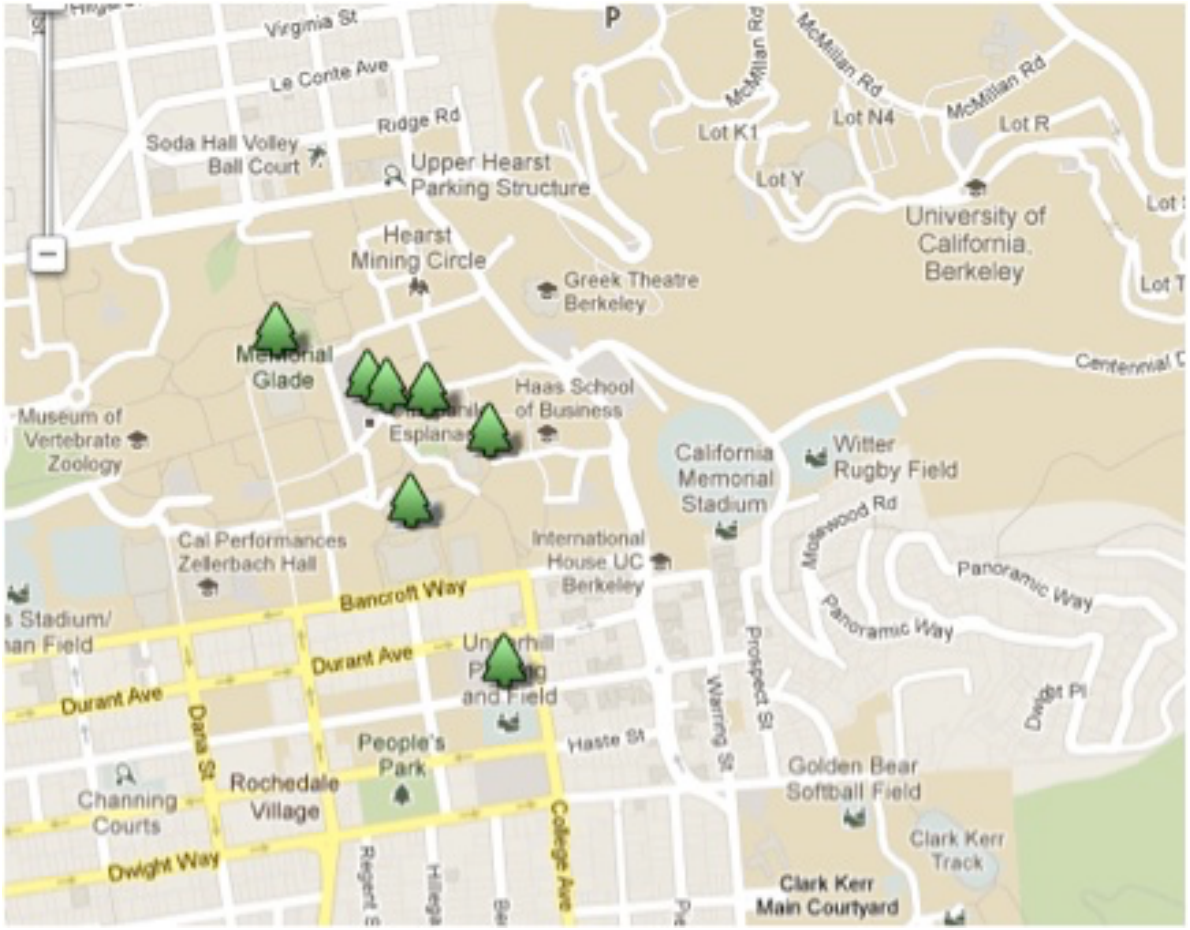
- Online or paper maps
- Smartphones with cameras
- Written information

Assignment 2 “Recipe,” continued

Instructions:

1. Locate online or paper maps.
2. Students write information.
3. Students add images to the map.
   - They might use smartphones with cameras

Trees of Berkeley



3 Tasks:

– Take a photo of the tree.

– Ask a passerby to take a photo of students next to the tree.

– Write 2-3 paragraphs about the tree. Then, add the photos and information to a map showing the location of the tree.

Trees of Berkeley, cont.

Cedar Tree

We were looking for a tree which is unique and interesting. And on the way to Sather tower, we finally found the tree whose appearance. was relatively grotesque, week, scrubby. It was the Cedar tree...

hot korean tree

It seems that most trees in Berkeley are straight so the tree we chose is more special. We chose this tree because of the branch. It was really big. Also the branches were big and thick too.

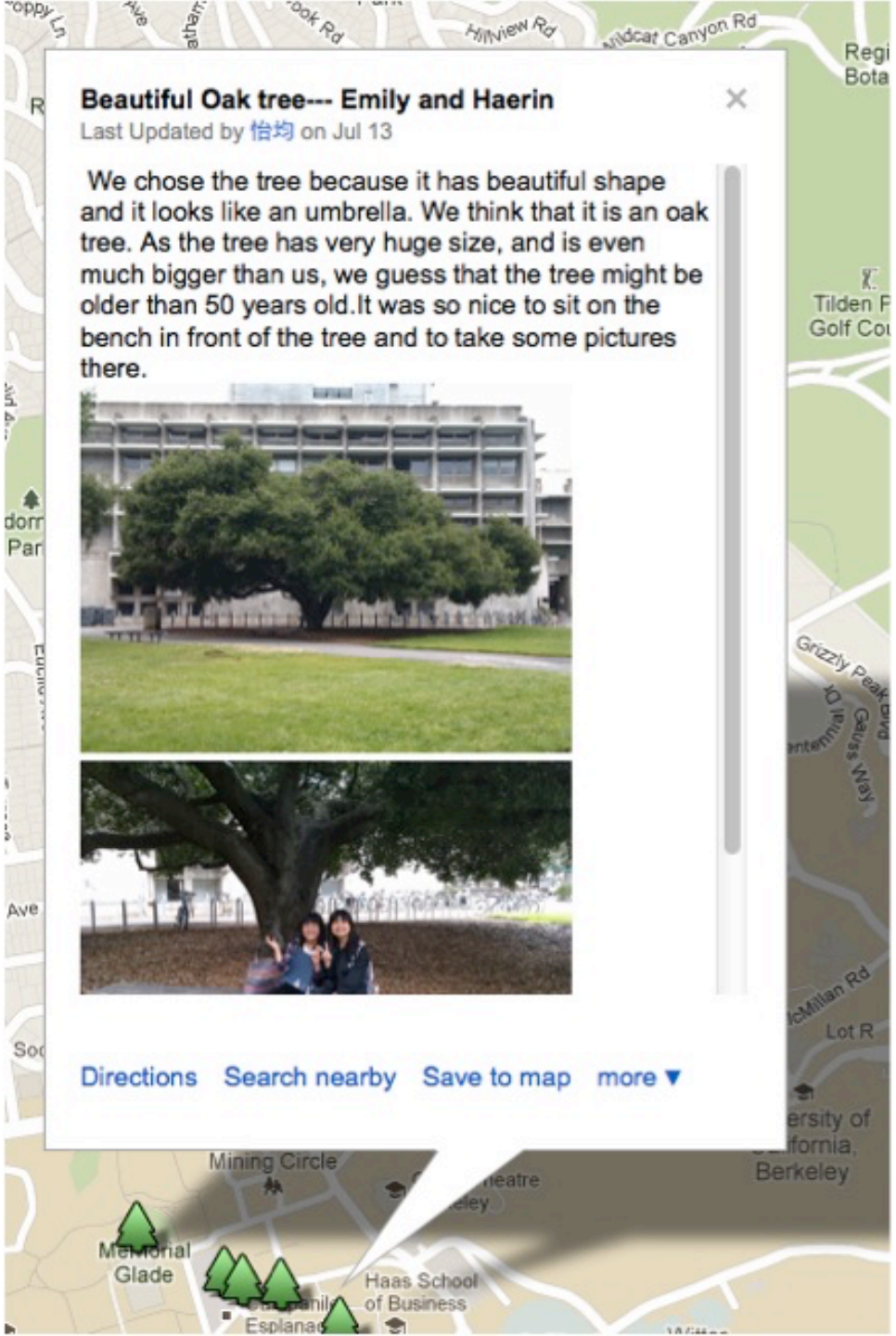
California Fan Palm Tree - Leo and Gabbie

We decided to choose this particular tree because, although it is really thin, it is also strong and stable. This tree also called our attention because of its height, which is the same as a ten-story building.

Shengjie and Elliotts' tree

It's a special and unique tree in the campus of UC Berkeley. It locates just beside the faculty glade, in the middle of the faculty club and the Birge Hall. It looks like stones at your first sight.

Trees of Berkeley, cont.



Trees of Berkeley

Complete instructions at:

"A Route to Communication: Google Maps" *TESL-EJ*, December, 2011
tesl-ej.org/wordpress/issues/volume15/ej59/ej59int/

If you don’t have access or time to do this with an online map, how could you do this without computers?

Example Assignment 3: Video

- Student narration of a story
- Use animation or pictures
- Add music to a story
- Shoot live video and edit it

Assignment 3 “Recipe”

Ingredients:

- A script (most important!)
- Audio recording software
- Video editing software
- Images or video

Substitutions:

- iPad or tablet + stylus
- Drawing application
- Screen motion capture application

Assignment 3 “Recipe,” continued

Instructions:

1. Students write a script or story for the video.
2. Students gather pictures, music, or any other parts of the video they want to use.
3. Students plan out their video – what comes first, second, etc.
    - Use a storyboard

Storyboard

Name:

Assignment 3 “Recipe,” continued

Instructions, continued:

4. Students record themselves reading their story or essay.
5. Students add the pictures and music to their story using video editing software.
6. Students show their videos in class.

Student Example: “Chinese: My Language, My Identity”

This student substituted some parts of the recipe:

- Used drawing software on an iPad
- Recorded her drawings “live” using Camtasia
- Recorded her spoken essay
- Put the pieces together

“Chinese: My Language, My Identity”

For All Levels: Share Early and Often

- Provide time for learning unfamiliar media: hands-on
- Allow for play and sharing at early stages
- Ask students to bring media, draft writing, and other ideas to class
- Share informally, or in gallery activities

Evaluation

How can we assess non-traditional works?

Assessment

- Do the assignment yourself to understand the challenges, etc.
- Use self-assessment to guide teacher assessment
- Set up assessment guidelines in advance and share with students
- There are more ideas at “Assessing Multimodal Student Work” on the Kent State University website

Example Self Assessment

Take into account the comments from your classmates on your video, my comments, your own thoughts about the process, and the end result.

Describe:

- What you're most proud of
- What you learned from making your video
- What you would change if you had a chance
- A summary of what your classmates said in their comments to you
- What grade it deserves, and why

What are your ideas?

Share in the chat box:

- additional ideas you have about multimodal writing
- ways you could adapt any of the strategies and assignments

Resources

- Mattern, Shannon Christine, “Evaluating Multimodal Work, Revisited,” *Journal of Digital Humanities,* Vol. 1, No. 4, 2012, http://journalofdigitalhumanities.org/1-4/evaluating-multimodal-work-revisited-by-shannon-mattern/
- Reilly, Peter, ”Understanding and Teaching Generation Y,” *English Teaching Forum,* No. 1, 2012.
- Sokolik, Maggie, “A Route to Communication: Google Maps,” *TESL-EJ*, Vol. 15, 2011, http://tesl-ej.org/wordpress/issues/volume15/ej59/ej59int/

Thank
You!